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ABSTRACT

This document outlines the mission and accomplishments of the Florida Education and Employment Council for Women and Girls. Presented first is a statement of the council's mission, which includes the following: develop public consciousness of the talents of all women; encourage women and girls to become actively involved in education and training programs leading to higher-wage occupations; support women in taking leadership roles; and act as a source of information about employment opportunities, education and training programs, and legal rights to combat discrimination against women in the workplace. Provided next is an overview of the council's activities in the following areas for the past 10 years: listening to testimony and presentations regarding areas of concern to the education and employment of women and girls; conducting assessments through public meetings, document reviews, interviews, symposia, and contracted studies; and formulating recommendations regarding policies and actions affecting the education and employment of women and girls in Florida. The council's accomplishments in the following areas are summarized: playing a unique advocacy role, raising awareness, and issuing annual reports. Approximately 75% of the document recaps the recommendations issued in the council's annual reports for 1990-1998. Appended are lists of former and 1998-1999 council members and staff. (MN)

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Looking Back / Looking Forward

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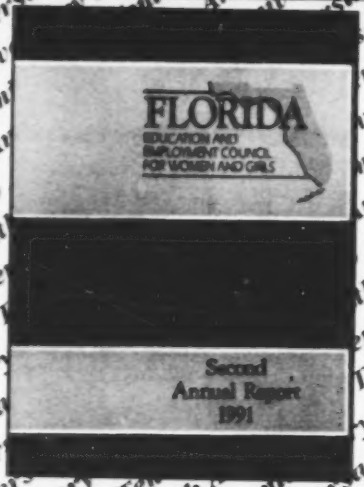

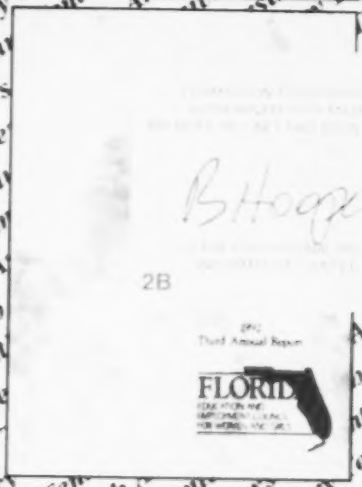

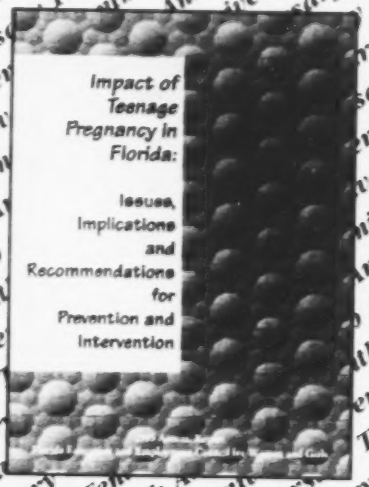

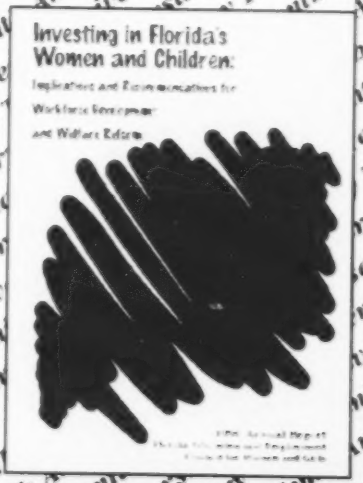

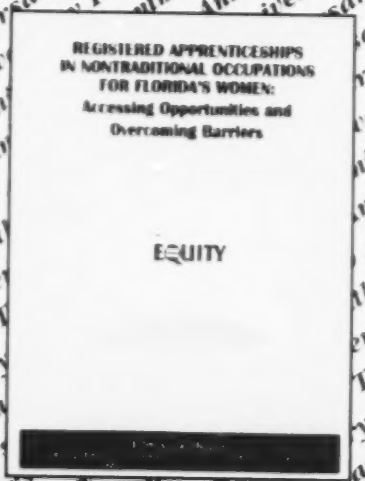
REGISTERED APPRENTICESHIPS IN NONTRADITIONAL OCCUPATIONS FOR FLORIDA'S WOMEN:
Accessing Opportunities and Overcoming Barriers
EQUITY

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Florida Education and Employment Council for Women and Girls

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LETTER TO COMMISSIONER OF EDUCATION

The Honorable Tom Gallagher
Commissioner of Education
Department of Education
Tallahassee, Florida 32399

Dear Commissioner Gallagher:

On behalf of the Florida Education and Employment Council for Women and Girls, I am honored to present to you this Tenth Anniversary Report. For ten years, the Council has focused its efforts on issues of great importance to the women and girls of Florida. The Council has presented nine previous annual reports—written and in person—to three Commissioners, two Governors and their Cabinets who sit as the State Board of Education. Each administration has accepted and promoted the annual reports.

The Council was created in 1989 as a citizens' group to advise the Commissioner of Education and the State Gender Equity Administrator on all equity matters pertaining to the education and employment of women and girls. The Council brings together women and men from all over the State, from cities and rural areas, from large and small business, industry, and labor, from the military, state and local governments, from every level of educational institution—preschool to university--, from community-based organizations and women's advocacy groups, and from the rich diversity of the citizens of the State of Florida.

The strength and success of the Council is derived from the dedication, commitment, energy, and independence of the men and women--active, busy citizens all– who generously volunteer their time and expertise to the betterment of the lives of the women and girls of Florida. It is a powerful model of a citizens' advisory group that others may wish to replicate.

We appreciate the continued support the Council receives from you; Joseph Stephens, Director of the Division of Workforce Development; and Barbara Gershman, Vocational Education Gender Equity Administrator. We are honored to serve you and the citizens of Florida as the state addresses challenges facing its women and girls.

Very respectfully,

Janie Gooden Greenleaf, DPA
Project Director
Barry University
Chair

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PREFACE

This tenth anniversary report, *Looking Back/Looking Forward*, acknowledges the contributions of annual panels of practitioners and "outside" experts taking testimony and making recommendations to promote better educational and employment opportunities for women and girls. Studies of employment and earnings have concluded that in most cases, job choice positively affects women's earnings more than education. This is one reason why the Florida Education and Employment Council for Women and Girls recommends that nontraditional occupational choices be presented to girls as a career option.

It is surprising that the Council many times has been the one group urging policy makers to take action to prevent women's poverty and welfare dependency. One would expect that out of concern for our state's economy, if not for poor women and children, other groups would join the Council in advocating proper career counseling and education as the route to economic self-sufficiency for households headed by single women.

Poverty and atypical lifestyles–whether self-imposed or not–tend to elicit negative judgments from many quarters of our society. For this reason some of the Council's choices of topics, proactive efforts and publication of recommendations at times have been considered controversial. On other occasions, they have been touching as when a retired gentleman, a member of the Council, spoke to his Rotary Club in defense of eliminating the frequency with which sexual abuse causes teen pregnancy.

The Gender Equity Administration has been the beneficiary of the Council's work in meeting federal regulations for reviewing vocational education for sex bias and sex stereotyping and recommending programs and policies to eliminate these problems. Not only has this group of citizens taken some of the work burden from our office, they also have provided continuing public forums to address the needs of our beneficiaries.

It is our hope that public agencies and policymakers will communicate the value they have placed on the contributions of the Florida Education and Employment Council for Women and Girls by providing funding sufficient to continue the same exemplary work for the next ten years and the next ten years and...

Barbara Gershman
Gender Equity Administrator
Florida Department of Education

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INTRODUCTION

The purpose of the Florida Education and Employment Council for Women and Girls, as written in the bylaws, is:

- To develop a public consciousness of the talents of women regardless of age, race, color, creed or handicapping condition with special emphasis on utilization of these talents as equal partners in the private, business and civic communities
- To encourage women and girls to become actively involved in education and training programs leading to high wage occupations
- To support women in taking leadership roles
- To act as a source of information to women including, but not limited to, employment opportunities, education and training programs and legal rights to combat discrimination against women in the workplace.

The goals of the Council are:

- To encourage the educational system to provide occupational training for women and girls that meets the needs of business and industry
- To insure that the educational and occupational programs provide for economic self-sufficiency for women and girls
- To raise public consciousness of the role of women workers and their value to Florida's vitality
- To identify programs and services that reduce or eliminate educational and employment barriers, thus increasing opportunities for successful employment.

The Florida Education and Employment Council for Women and Girls has a ten-year history of effecting changes in the State of Florida for all women and girls. The extremely positive reaction to the Council's work has demonstrated the effectiveness and value of this citizens' advisory group.

One of the most important qualities of the Council is its independence. The Council has taken up controversial issues and met with agency administrators at the highest levels about such serious problems as the sexual exploitation of teenage girls by older men. Other controversial issues of continuing concern are the effects of work-first welfare reform and the inadequacy of accessible, affordable and high quality child care particularly for women transitioning from public assistance.

For over ten years the Council (Refer to Appendices A and B for former and current membership) has taken testimony and heard presentations from well over 200 women and men who work in and are knowledgeable about areas of concern to the education and employment of women and girls. Speakers have included representatives of governmental agencies, community based organizations, advocacy groups, business, industry, labor, military, public policy agencies, education and research institutions.

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The Council has conducted assessments through public meetings, document reviews, interviews, symposia and contracted studies. From these assessments, the Council has planned its annual programs of work and study that are represented by nine Annual Reports.

The Council revisits in this publication the recommendations from the nine Annual Reports. These reports were made to the Commissioners and Department of Education, as well as to the Departments of Labor and Children and Families, and various other agencies that create policy or take actions that affect the education and employment of women and girls in the State of Florida.

This Tenth Anniversary Report also includes an important section--Looking Back/ Looking Forward--that is an assessment of the progress made in ten years and the areas of concern that still warrant further study and action.

The Council acknowledges the following individuals for their contribution to this publication:

Carol J. Darling, Ph.D., University of Central Florida, former Executive Director and contributing author
Lisa Koll, Graduate Assistant, University of Central Florida
Kathleen B. McKenzie, Executive Director of the Florida Education and Employment Council for Women and Girls
Steven E. Sorg, Ph.D., Interim Assistant Vice President and Director of Distributed Learning, University of Central Florida
Brenda Ulewicz, Graduate Assistant, University of Central Florida

The Council members wish to acknowledge and thank all those who over the last ten years have given testimony, made presentations, provided information, reviewed documents, given interviews, participated in symposia, written reports and in other ways contributed to the important work undertaken by the Florida Education and Employment Council for Women and Girls.

The Council also wishes to express its appreciation to local Coordinators of the Perkins 221 Single Parents, Displaced Homemakers, and Single Pregnant Women Programs and the Perkins 222 Gender Equity Programs for their assistance and participation in various programs, meetings, focus groups, and symposia. The local Coordinators and the Council have been working through complementary means, the former in direct assistance and the latter in its endeavors to influence policy, to better the lives of Florida's women and girls.

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LOOKING BACK/LOOKING FORWARD

The Council has been studying the salient issues in education and employment for the women and girls of Florida for ten years. The following describe the Council's 1) accomplishments, 2) recurring themes, and 3) future areas of concern.

1. Accomplishments of the Council:

Unique advocacy role

The Florida Education and Employment Council for Women and Girls is the only group in the state with the mandate to advise the Commissioner of Education, the State Board of Education, the State Equity Administrator, and the Director of the Division of Workforce Development in educational and employment equity matters.

- The Council functions as an **advocacy group** in the area of education and employment for women and girls.
- The Council works to **influence policy** at the state and local level on issues of education and employment for women and girls.
- The Council works to **educate and inform** women and girls, parents, and the general public in the area of education and employment for women and girls.
- The Council works to **educate and inform** educators in the area of education and employment for women and girls.
- The Council functions as a citizens' **watchdog organization**, examining policy and implementation in the area of education and employment for women and girls.

Raising awareness

The Council has been the recipient of respect and high visibility. This prominence has helped the Council to succeed in raising awareness about issues affecting women, girls, their families, and the State of Florida–its workforce and business community, its economy, public assistance system, and education system. Some of the communities influenced by the Council's work are:

- Educators and occupational training programs
- Policy makers at all levels
- Women's advocacy groups–particularly on the specific issues of education and employment
- Women, girls and their parents
- The general public.

Statewide visibility

The visibility of the Council has been achieved through thoughtful and diligent networking and cooperation with other advocacy groups and governmental agencies. The Council has provided a forum for conversations with the Departments of Education, Labor and

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Employment Security, and Children and Families as well as with the Governor's Commission on the Status of Women, the American Association of University Women, the Center for Children and Families, the Bureau of Apprenticeship and Training, as well as many other organizations and agencies.

Annual Reports

The Council's Annual Reports have been widely distributed to educators, policy makers, community based organizations, governmental agencies, legislators, advocacy groups, and other interested parties. The Council has received many requests for current and past reports from all over Florida and the United States. High demand has prompted reprinting of the reports.

The Annual Reports have concentrated on issues of importance not only to the women, girls, and children of the state, but to all families of Florida, to the workforce and to the economic well-being of the state.

The Council has always been proactive, ahead of the curve of public interest and concern--studying legislation before it is enacted rather than reacting to legislation after it is already in place. The reports have been independent and thoroughly researched earning expressions of respect from the Florida Legislatures and the Governors' Cabinets.

2. Recurring Themes:

The Council has found that the following issues–because of their importance–have assumed a frequency and prominence in their discussions:

- The need for developmental career guidance by guidance counselors and classroom teachers that is gender, race, ethnicity, socio-economic class, and handicapping condition neutral and includes nontraditional high-wage, high-skill college-alternative training.
- The need for pre-service and in-service teacher training in gender, race, ethnicity, and socio-economic class sensitive teaching strategies.
- The need for pre-service and in-service teacher and administrator training in combating *Hostile Hallways*®, which includes sexual harassment, bullying and unwanted and unwelcome teasing.
- The benefits the State receives from an increased tax base, from lower public assistance payments, and from a well-trained workforce that induces businesses to locate in the State when women and girls are encouraged to enter high-skill, high-wage training and occupations.
- Economic self-sufficiency for women which depends on education and training for high-skill, high-wage occupations, more than three-fourths of which are currently nontraditional for their gender.
- Second chance programs of education and training which are necessary for displaced homemakers, single parents, and parenting teenagers.

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- Provision of assessments of interests and aptitudes for women prior to their entrance into job training or employment.
- The collection and publication by the State of data on career education and occupational training programs disaggregated by program, gender, race, ethnicity, and age.
- The need for comprehensive community-based programs to discourage teenage pregnancy, to assure teenage parents continue their education, particularly vocational education aimed at high-wage, high-skill careers, and to assist teenage parents and their children with child care, health and medical care, and transportation.
- Welfare reform emphasizing training and education for long-term economic self-sufficiency in high-skill, high-wage jobs, including those nontraditional for women.
- The need for a comprehensive two-generation approach to child care that is of high quality, affordable, accessible, and available especially to families leaving welfare, and to the working poor.

* *Hostile Hallways* is a phrase taken from the publication by the same name (1993) from the American Association of University Women, Washington, DC.

3. Future Areas of Concern:

- The collection, interpretation, and publication of WAGES data, especially the wages, types of jobs, and future job security of former WAGES participants. Sufficient time has elapsed to begin to see the effects of welfare reform on the women, children and families of Florida.

- Teenage pregnancy and its accompanying personal, educational, social, and economic problems.

- The continuation of the model of services for single parents, displaced homemakers, single pregnant women in light of the elimination of specific programs funded by the Perkins Act.

- Statewide coordination efforts to continue to address issues related to the education and employment of women and girls.

- Schools' encouragement of girls in kindergarten through the twelfth grade in math, science and technology.

- Progress under the new Federal Perkins legislation in enrollment and placement of women, girls, and racial and ethnic minorities in education and training for high-wage careers that have been nontraditional for their group.

- Targeting other high-wage career areas such as electronics and health occupations.

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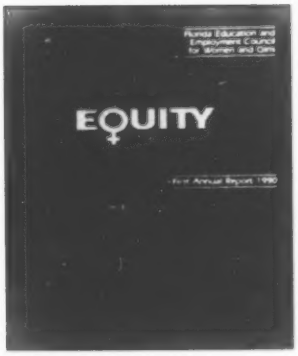
1990 Annual Report

The charter Council held an organizational meeting, four quarterly meetings, and two public meetings throughout the state between May 1989 and June 1990. The Council provided an avenue for the general public to offer comments on issues affecting women and girls in education and employment, focusing discussion on:

- Successful educational strategies to assist single parents, displaced homemakers, and teen parents
- Child care for teen parents and single parents in education
- Effectiveness of current education and employment legislation, and identification of needed legislative initiatives
- Barriers and obstacles facing women and girls in employment
- Financial support of education for women and girls.



The Council recommended that:

1. Equity training be provided as part of preservice and inservice education for all personnel at all levels of education.
2. Quality affordable child care be provided that is geographically accessible and has flexible extended hours for students and employees in education.
3. A study be conducted regarding the funding for teenage parent programs currently provided through the State's Dropout Prevention Program in grades Kindergarten through 12 to determine the appropriateness for continuation into the postsecondary level.
4. Education programs for classroom teachers, guidance counselors, and other career development personnel include a strong curriculum component focusing on nontraditional careers and occupations including those that require less than a baccalaureate degree.
5. Equity concerns such as sexual harassment, sex-role stereotyping, and sex discrimination be infused into all aspects of the educational curriculum especially in areas pertaining to literacy, math, science, history, and occupational training programs.
6. Educational institutions establish partnerships with business and industry that will increase career awareness and opportunities for women and girls with the intention of removing gender-based barriers.
7. Comprehensive marketing strategies be developed to create public awareness of equity in education and employment.

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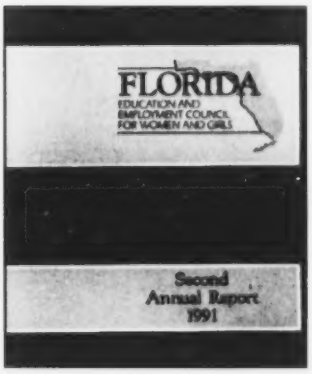
1991 Annual Report

In 1990-1991, the Council recommended that A Long-Range Education and Training Plan of Action for Women and Girls in Florida's Workforce 2000 be endorsed and supported by the Department of Education, Division of Vocational, Adult, and Community Education, to keep Florida's sex equity and career preparation for women and girls on the cutting edge of educational reform.

The Council adopted 15 goals:



1. Respond to the changing composition of Florida's labor force by increasing the number of women and girls who are prepared for economic self-sufficiency.
2. Increase the proportion of women and girls prepared with academic/occupational/technological skills required for the labor market who complete (and/or leave with marketable skills) programs and demonstrate success in the labor force.
3. Involve more women and girls in career preparation programs leading to high wage and high placement to reduce the gaps in the skilled labor force to meet the labor market supply and demand.
4. Increase the basic and functional literacy rates of women and girls.
5. Increase the high school completion rate of female students.
6. Identify and address societal forces affecting the entry and advancement of women and girls in Florida's Workforce 2000.
7. Enhance the role of the home and family in preparing women and girls for full participation in the technological society in the Year 2000.
8. Provide programs, services, and activities needed for preparation for full participation in society by the Year 2000 of older women, and women and girls who are minorities.
9. Establish financial priorities to provide educational programs preparing women and girls for Workforce 2000.
10. Provide ancillary services and activities for all women and girls to participate in programs resulting in high wage occupations.
11. Provide innovative, experimental or demonstration programs testing new ways of dealing with the education and employment of women and girls.
12. Strengthen education programs for classroom teachers, guidance counselors, and other career development personnel with a strong curriculum component focusing on nontraditional careers and occupations.
13. Impact the education curriculum especially in areas pertaining to literacy, math, science, history, and occupational training programs by infusing equity concerns such as sexual harassment, sex-role stereotyping and sex discrimination.
14. Increase career awareness and opportunities for women and girls by removing gender-based barriers through partnerships with business and industry.
15. Create public awareness of equity in education and employment.

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The Council recommended that:

1. Strategies be developed to inform and recruit both male and female students for Tech-Prep programs.
2. Accessibility, academic and occupational curriculum, and facilities at sites serving students who are pregnant, married or parents be comparable to other school sites.
3. School districts provide training for educational personnel about the components of a gender-neutral multicultural curriculum.

The Council has identified other issues that are continuing concerns:

- Availability of quality affordable on-site child care, including sick child care, to students enrolled in educational programs requiring less than a baccalaureate degree
- Progress in the implementation of the Florida Educational Equity Act and Title IX especially as they relate to women and girls in math, science and technology
- Coordination, cooperation, and communication between school districts and community resources to better serve single parents, displaced homemakers, single pregnant women, and persons enrolled in occupational training programs nontraditional for their sex
- Pre-apprenticeship programs developed by the Department of Education and Department of Labor to increase the number of women and minorities in apprenticeship
- Availability of financial assistance for students who want to attend school on a part-time basis
- Career awareness of all occupations, especially those requiring vocational education, at the elementary and middle school levels through the Blueprint for Career Preparation
- Progress in implementing *A Long-Range Education and Training Plan of Action for Women and Girls in Florida's Workforce 2000.*

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1993 Annual Report

The Council held three regular meetings and two Issues Forums from July 1994 to June 1995. The regular meetings and Issues Forums provided the Council an opportunity to hear from speakers concerned with issues related to the education and employment of women and girls.

The Council recommended that:

1. Vocational administrators, counselors and teachers receive training on integrating equity into the total school climate as a part of the vocational education agenda.
2. Each school district in Florida adopt a strong policy addressing sexual misconduct in the schools, including student-to-student and teacher-to-student sexual harassment.
3. The Florida Department of Education require that data be collected by gender and race on students in Tech Prep programs, at Centers of Emphasis, and at Academies for Career Development and Applied Technology.
4. The Florida Department of Education aggressively monitor and enforce the Florida Educational Equity Act and Title IX. The following should be carefully monitored and enforced: provisions relating to students who are pregnant, married, or parents; provisions regarding females' participation in athletics; and provisions relating to females' participation in vocational programs in which they are underrepresented.

The Council has identified other issues that are continuing concerns:

- Review Florida demographic data regarding women's participation in the labor force in 2000 and beyond to adapt vocational education programs to meet the needs of future workers.
- Provide outreach and vocational programs to women who are members of special population groups-minority women, older women, women who are victims of domestic violence, women who are incarcerated, homeless women, and migrant farmworkers.
- Encourage the participation of individuals from the private sector to assist women and girls as mentors, in shadowing activities, as advisory committee members, as role models, as trainers to provide employability skills, and as classroom speakers.

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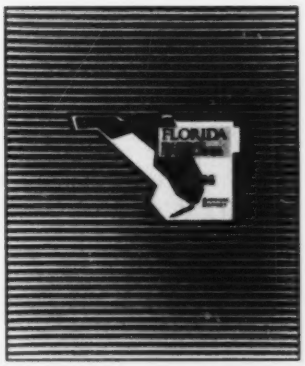
The Council held three regular meetings and two Issues Forums from July 1993 to June 1994. In addition, the Executive Committee and Program of Work Committee met prior to each meeting. The regular meetings and Issues Forums provided the Council the opportunity to hear from speakers concerned with issues related to education and employment with an emphasis on the participation of females.

The first Public Issues Forum provided an opportunity for speakers to address the issues surrounding the changing demographics of the American family. Speakers also presented effective strategies for meeting the challenges associated with the demographics.

The second Public Issues Forum focused on immigration and the impact on education and employment especially of women and minorities. Speakers addressed Florida's labor force participation rates, the economic effects of immigration, and educational needs of foreign-born residents.



The Council recommended that:

1. A comprehensive study of teenage pregnancy and parenting be conducted during the next year. The study would compile Florida statistics, summarize existing research, identify the characteristics of successful teen parent programs nationally, and provide recommendations to the Commissioner of Education.

2. The Department of Education ask school districts to respond to a survey regarding sexual harassment policies and practices for students and employees.

3. Educators at all levels examine their curriculum, literacy programs, data on ethnicity of population in service area, and retention and drop out-rates of foreign-born students.

4. School districts and community colleges consider the demographics of families and labor participation rates when structuring educational programs, services and activities.

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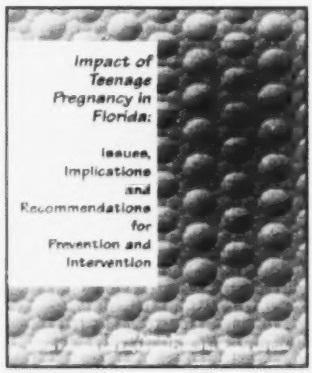
1995 Annual Report: Impact of Teenage Pregnancy in Florida: Issues, Implications, and Recommendations for Prevention and Intervention

On the issues of teenage pregnancy and parenthood the Council recommended that:

1. School districts take the lead in forming a coalition of community organizations and agencies to develop a unified effort to combat the problems of teenage pregnancy.
2. School districts sponsor professional development activities on the impact of teenage pregnancy and parenthood on the education and future employment of teenage parents.
3. The Governor appoint a state-wide council to coordinate initiatives on teenage pregnancy prevention and services to teenage parents and their children. Florida must address the negative economic, social, political, and health consequences of poverty.
4. All Florida state government departments report data consistently to enable researchers, statisticians, educators, and others to draw complete and accurate conclusions. In addition, the state should collect data on abortion by age and race to determine actual pregnancy rates.
5. A statewide public awareness campaign be developed on prevention of teenage pregnancy and on the economic, educational, health, and social consequences of teenage childbearing.
6. Policy and legislative research be conducted to recommend strategies to expand knowledge and understanding of the issues surrounding teenage pregnancy and parenthood.



On the prevention of teenage pregnancy, the Council recommended that:

1. School districts offer comprehensive K-12 health education through the Healthy Schools Initiative and incorporate accurate, thorough sexuality education to assist students in healthy decision making.
2. School districts ensure that all students receive family life education emphasizing the responsibilities of sexual activity and parenthood.
3. Schools develop an identification and intervention program for potential teenage parents as early as possible utilizing the risk factors that appear to correlate with teenage pregnancy.
4. Planning and implementation of pregnancy prevention programs begin as early as kindergarten with clearly defined goals, objectives, and evaluation criteria.
5. School districts conduct outreach parent education programs on human sexuality to facilitate parents' comfortable discussion of sexuality and pregnancy prevention with their children.
6. Education and community-based programs for pre-teenage and teenage females include issues of self-esteem to give them the tools and support to overcome pressure and poverty so that they will be less likely to seek relationships with adult men.
7. Education, community institutions, including prisons, work with males, including adult males, to underscore their role and responsibility in teenage pregnancy.

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8. Schools, public and private health care providers and social services work together to establish health centers accessible to middle and high school students–males and females–to provide basic medical services, pregnancy prevention information and counseling.

On programs for pregnant and parenting teens, the Council recommended that:

1. School districts involve parents, students, and community members in the planning and implementation of programs for pregnant and parenting teenagers with clearly defined goals, objectives, and evaluation criteria.
2. School districts design education programs for pregnant and parenting teenagers (both males and females) that offer vocational education and academic education qualifying the student for high wage and/or nontraditional employment immediately after high school. Schools need to respond to the needs of parenting teenagers: classes at accessible locations; alternative class times; transportation; child care, and sources of financial assistance.
3. Teenage Parent Program (TAP) legislation incorporate a requirement for employability skills. The components should include vocational and aptitude assessment, individual career plan, employability skills, vocational education in high wage and/or nontraditional occupations, and, if possible, job shadowing, mentoring, and internships.
4. Teenage Parent Program (TAP) and community-based programs conduct annual evalutions based on criteria that correlate with effective programs for pregnant and parenting teenagers.
5. School and community-based programs offer support groups and counseling for the siblings of parenting teenagers, the grandparents of teenage parents, and the child's father.
6. The Department of Education track the proportion and number of females entering all training programs to make more effective the counseling and placement of females in high paying and/or nontraditional jobs. Particular attention should be paid to the training and placement of students in the Teenage Parent Program (TAP) and Project Independence.
7. The Department of Education, public and private health care providers, social services, and the Department of Labor work together to develop a comprehensive case manage ment system that addresses the needs of teenage parents to ensure that students gain job skills and a high school diploma, receive parenting education, receive health care for themselves and their child, eliminate duplication of services and expenditures, and publish an annual report.

On legal issues, the Council recommended that:

1. The legislative mandate concerning health education be reviewed to determine its effectiveness in providing a curriculum that provides comprehensive health education, including sexuality education.
2. The Florida statute dealing with statutory rape be revised to permit more expedient prosecution and sentencing of cases involving minor females and non-minor males, especially males who repeatedly engage in sexual activity with minor females.
3. Aggressive legal steps be taken against older males who engage in sexual activity with minor females.
4. A review be undertaken regarding the enforcement of state laws on statutory rape, child abuse, lewd and lascivious behavior, and incest.
5. Efforts be accelerated to identify the father on the birth certificate for further financial support.

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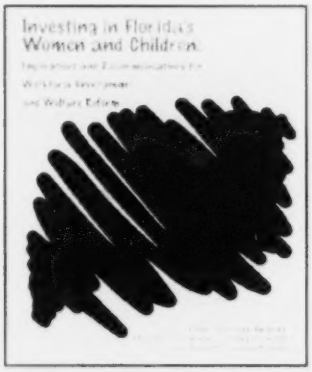
1996 Annual Report: Investing in Florida's Women and Children:
Implications and Recommendations for Workforce Development and Welfare Reform

The Council invited vocational-technical education administrators to the first Public Issues Forum. The second and third Public Issues Forums–with representatives from state government, community agencies, and school district–focused on the necessity of community-wide efforts to address teenage pregnancy and parenthood and the continuation of services for Florida's disadvantaged women and children.

The Council co-sponsored a statewide conference on the infusion of gender equity into school policies and practices with American Association of University Women (AAUW).



On policy, planning, and administration, the Council recommended that:

1. The state of Florida study the impact of changes in welfare and work programs to assure a sufficient safety net for individuals and families unable to meet the time limits or who must return to public assistance due to physical or mental health problems or other hardships.
2. Relevant departments in Florida state government form an interagency committee to coordinate tasks and accountability procedures.
3. The state continue to fund vocational-technical education gender equity programs which provide services promoting self-sufficiency for single parents, displaced homemakers, single pregnant women, and nontraditional students.
4. Women participate equally in policy decisions, implementation, and monitoring at all levels of the workforce development and welfare systems.
5. Policies permit the flexibility to allow individuals to choose to enroll in long-term training programs at an area vocational-technical center or community college.
6. Members of all regional workforce development boards and individuals working with welfare recipients become knowledgeable about women's unique employment and training needs; Florida's labor market; the role of welfare in the lives of women and children; the components of an effective job training program, including data collection and evaluation; women's participation in Florida's labor force; and strategies for successful entry of at-risk populations into the workforce.
7. Each service provider convene an advisory committee of business people, community advocates and members of affected populations to provide guidance and input into its objectives, strategies, and outcomes. The committee should reflect the racial, gender, and ethnic composition of the community.

On education for high-wage jobs, the Council recommended that:

1. Low-income single parent women be placed only in jobs or vocational-technical education with an entry-level wage of at least $7.50 per hour. These occupations are listed on the Statewide Occupational Rankings list developed by the Occupational Forecasting Conference. Support should be given to women to consider traditionally "male" occupations.

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2. The time allowance for an individual to enroll in remedial, orientation, or prerequisite courses and to complete an educational, training, or apprenticeship program be in the range of two to four years. Women need to receive adequate training to enter a high-wage occupation. Access to all educational and training programs should be assured for all women regardless of any personal characteristic.
3. Wage incentives offered to employers be sufficient so that they will hire economically disadvantaged and hard-to-serve individuals.
4. Adoption of a model of education and support services, for use with low-income women that assures future economic security for the women and their families, to include: recruitment activities; aptitude and interest assessment prior to enrollment in an educational program or entry into the workforce; remediation and instructional support services in math, reading, and language skills; GED preparation; referrals to educational and community resources; structured orientation classes prior to enrollment or entry into the workforce; assistance in accessing financial aid for tuition, child care, transportation, textbooks, and uniforms; employability skills; and follow-up counseling, tutoring, and support groups.

On accountability, the Council recommended that:

1. A comprehensive accountability system be designed for all service providers to low-income women to permit statewide aggregation and analysis of outcomes. The system would include uniform measures for student outcomes based on self-sufficiency standards, program performance, data collection and reporting procedures, and self- and third-party evaluations.
2. Demographic data be collected on every individual receiving services by gender, race, ethnicity, age, disability, marital status, and socio-economic class.
3. The Governor's office or its designee analyze and publish data–collected by regional workforce development boards and local WAGES boards–to include demographics of clients, services provided, and outcomes for target populations.
4. A coalition be established to study and monitor the impact of workforce development and welfare reform on Florida's women and children to make recommendations to alleviate problems. The Council offers to cooperate in such an endeavor.

On families and poverty, the Council recommended that:

1. State, local, public and private organizations work to decrease the number of "working poor" and the number of children in poverty, and strengthen the educational system at all levels.
2. Intense services be implemented to assist chronically disadvantaged families.
3. Laws be strictly enforced regarding financial support from non-custodial parents without endangering either parent or children.
4. Appropriate state departments collaborate with employers to encourage and reward "family-friendly" policies, including flexibility in nontraditional jobs held by single mothers.
5. Strategies and initiatives be developed that focus on assisting children in need, such as role modeling, mentoring, and surrogate parenting.
6. Provisions be implemented for subsidized, affordable, quality developmental child care from birth to age three and preschool for children above age three. This is essential for women's participation in education, job training and work programs.
7. All Florida's disadvantaged children and youth have access to Head Start, skills instruction, summer jobs, health care, and adequate nutrition.

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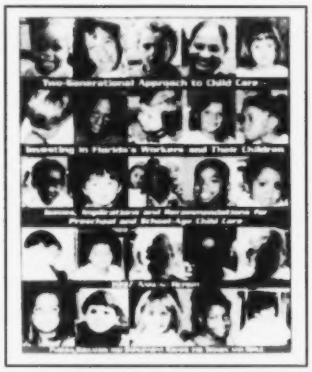
1997 Annual Report: Two Generational Approach to Child Care–
Investing in Florida's Workers and Their Children:
Issues, Implications and Recommendations for Preschool and School-Age Child Care

In Public Issues Forums the Council gathered information on the implications of Florida's welfare reform legislation and workforce development on women and girls and on the children of Florida. A Focus Group of experts from education, child care agencies, state and local government, and advocacy groups identified their concerns about child care.

On welfare reform, jobs, and child care, the Council recommended that:



1. Education and training be considered as the primary long-term solution to welfare dependence
2. The State continue to fund vocational-technical education gender equity programs, as a viable model of service delivery and accountability which assures that low-income women become economically self-sufficient.
3. Florida increase the participation of large companies in hiring welfare recipients, in mentoring welfare recipients, and in training in life skills along with job training.
4. A statewide comprehensive, consistent and uniform system of accountability be designed to measure client outcomes based on self-sufficiency standards to permit statewide aggregation and analysis of data.
5. The State government analyze and publish data collected by local WAGES boards disaggregated by gender, race, ethnicity, age, disability, marital and socio-economic status.

On child care as a necessity for working parents, the Council recommended that:

1. Policy-makers provide assistance for year-round care for children up to age 12 from working poor families.
2. Child care assistance to WAGES clients be increased to include not only the hours at work, but also the hours the person attends school.
3. Identified child care barriers be effectively removed to assure successful transition from welfare to work for WAGES clients.
4. The State develop an incentive plan to increase the number of providers who care for infants, special needs children, and children whose parents work nontraditional hours.
5. Policies ensure child care alternatives for WAGES clients and the working poor comparable in quality, accessibility, and affordability to those available to parents with higher wages.

On quality child care, the Council recommended that:

1. Child care for WAGES clients be viewed as an opportunity to intervene in the lives of at-risk infants and children.

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2. Florida legislators provide funding for pre-kindergarten programs to serve as early educational intervention, identifying developmental problems, and preparing children for successful entry into school.
3. The State require child care centers and family day care homes that receive subsidies for children of low-income families to meet accreditation standards of child care quality.
4. The State begin a dialogue with early childhood education experts about standards of quality, especially for infants and toddlers, regarding group size and worker-child ratios.
5. The Department of Education collect data on the number of children of teenage parents cared for in on-site (school) child care centers, in licensed centers, in licensed family homes, in registered family homes, and in other informal child care arrangements.
6. The Department of Education collect data on the impact of WAGES on school enrollment and retention of teenage parents.
7. The legislature provide funds for the care of school-age children of WAGES clients and the working poor in safe, supervised, academic and enriching programs to avoid the negative consequences of being home unsupervised.
8. Strategies be implemented to raise public awareness about the importance and characteristics of high quality child care.
9. Communities form coalitions of neighborhoods, community-based organizations, schools, churches, recreation departments and libraries to provide enriching after-school programs.

On brain research and attachment relationships, the Council recommended that:

1. Florida legislators fund enhancement programs as an effective developmental intervention strategy particularly for children who may receive limited intellectual stimulation in their home environments.
2. The State invest in innovative two-generational strategies to eliminate dependence on public assistance. Strategies should focus on locating living-wage jobs for parents, reducing the number of children in poverty and meeting the needs of children of the working poor.

On licensing, accreditation, and staff credentialing, the Council recommended that:

1. The State increase the quality of family day care homes through licensing and accreditation requirements, training, technical assistance, mentors, and financial assistance.
2. Public and private sectors investigate methods to increase the wages and benefits of child care workers.

On financing child care, the Council recommended that:

1. Non-custodial child support laws be strictly enforced.
2. Incentives–e.g. rate differentials–be instituted for the delivery of quality child care.
3. More funding be made available for infant care with incentives for private sector providers.
4. The State develop partnerships with employers to encourage the provision of quality on-site child care for the children of employees.
5. Adequate subsidies be made available to provide equal access to quality child care by low-income families so that none pays more than 10 percent of their net pay for child care.
6. Funds be made available to meet the child care needs of school-age children.
7. The State encourage foundation support for child care for working parents.

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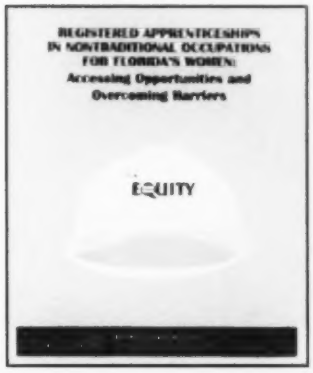
1998 Annual Report: Registered Apprenticeships in Nontraditional Occupations for Florida's Women: Accessing Opportunities and Overcoming Barriers

The first Public Issues Forum reflected the Council's continuing concerns about teen pregnancy, domestic violence, and the effects of changes in legislation on programs for the education and employment of women and girls. In the second Public Issues Forum, the Council heard testimony from apprentices, educators, journey-level careerists, trainers, and government officials about the opportunities and barriers presented to women pursuing registered apprenticeships in high wage, high skill occupations.



The Council recommended that educators:

1. Provide a developmental, non-stereotyped career guidance program.
2. Provide for females and minorities early experiences in tool use, nontraditional career explorations and teamwork.
3. Provide instruction for teachers and guidance counselors on nontraditional career opportunities.
4. Enforce those sections of the School-to-Work Opportunities Act that emphasize the enablement of women, minorities, and individuals with disabilities to prepare for careers that are not traditional for their gender, race, or disability.
5. Educate business and community partners in ways to encourage women, minorities, and individuals with disabilities to participate in School-to-Work activities nontraditional for their gender, race, or disability.
6. Train guidance counselors and teachers in all areas of postsecondary education available to students, including registered apprenticeships and other high-wage occupational training.
7. Encourage teachers to participate in externships in various businesses and industry.
8. Develop strategies and train teachers to create female and minority friendly classrooms in science, math, and technology.
9. Provide opportunities for registered apprenticeship programs, unions, mentors, and employers to make outreach presentations in the schools.
10. Develop and promote additional programs linking secondary school and community colleges with registered apprenticeship programs.

The Council recommended that apprenticeship programs, unions and employers:

1. Set recruitment goals equal to one-half the percentage of the local female workforce; make aggressive outreach plans; and monitor progress to increase the number of women and minorities in nontraditional registered apprenticeship programs.
2. Create a public information program to include outreach to schools; participation in career fairs; public announcements; presentations to groups of women and girls; and posting information and announcements at churches, libraries, employment centers, public assistance offices, community centers, laundromats, doctors' and attorneys' offices.

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3. Use gender neutral language and feature women of diverse backgrounds working in nontraditional occupations in brochures, posters, annual reports, and Internet homepages.
4. Encourage and help women develop support groups.
5. Monitor job assignments to ensure that all apprentices have the full range of work experiences.
6. Conduct pre-employment testing which is free of gender and racial bias to measure an individual's skill, aptitude, and interest for nontraditional work.
7. Sponsor pre-apprenticeship programs to remedy deficits of applicants who do not meet apprenticeship entry requirements.
8. Have clear and posted policies on sexual harassment with a specified means for reporting and redress of which all personnel are aware.
9. Provide support services and supportive work environment.
10. Maintain a database of women available for work.
11. Maintain equitable hiring criteria and fair training and advancement practices.
12. Recruit women to leadership positions and for trainers and teachers.
13. Provide clean, separate and locked toilets, hand washing and changing facilities.
14. Sponsor orientation sessions for women interested in the trades.
15. When possible place more than one woman on a work crew.
16. Support family issues of child care, pregnancy disability, family leave, fringe benefits and affirmative action.
17. Assist with child care during evening class meetings.

The Council recommended that governmental agencies:

1. Maintain, support and expand opportunities for women in registered apprenticeships by supporting the continuance of the Bureau of Apprenticeship and Training.
2. Enforce regulations already in existence and budget for effective monitoring.
3. Develop an outreach program and press for the attainment of the goals and timetables for enrolling women and minorities in apprenticeship programs and in high-wage occupations.
4. Work for child care solutions that accommodate women and men in occupations with nontraditional working schedules.
5. Provide technical assistance to apprenticeship programs and employers on recruiting, training, and employing women and minorities.
6. Record and publish up-to-date data on apprenticeship programs disaggregated by the trade, gender, race, ethnicity and age and including rates of attrition.

The Council recommended that the Office of Federal Contracts Compliance Programs:

1. Enforce regulations already in existence and budget for effective monitoring.
2. Meet regularly with women's groups to exchange ideas and experiences with contractors.
3. Coordinate with other governmental agencies in their efforts to provide equitable work places for women.
4. Prior to bid awards for large projects, review contractors' compliance histories.
5. Report to the public at regular intervals on the numbers of women working on large projects as well as the number of hours they have worked.

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APPENDIX A: PREVIOUS COUNCIL MEMBERS AND STAFF

The Council Members-- both past and present--take great pride in the proactive approach that the Council has always employed. The programs of work undertaken by the Council have proved to be ahead of the curve of public interest and concern, ahead of their time.

The strength of the Council has always been in the dedication and energy of its diverse membership of women and men from all over the State, from cities and rural areas, from large and small business, industry, and labor, from the military, state and local governments, from every level of educational institution—preschool to university, from community-based organizations and advocacy groups concentrating on issues of importance to women and girls.

Members	Constituencies	Region
Jean Butler	Construction	Altamonte Springs
Bernard Cohen	Corrections	Tallahassee
Bob Watson	Drafting and Design	Tampa
Katie Adams	Education Administration	Orlando
Tom Hopkins	Energy	Miami
Joan Tiller	Vocational Education	Orlando
Carl Miller	Golf Course Management	Stuart
Valerie Oberle	Hospitality	Lake Buena Vista
Robert Nelson	Hospitality	Hollywood
Jon R. Levinson	Hospitality	Boca Raton
Martha S. Franklin	Lay Citizen	Lakeland
John Edge	Major Industry	Tampa
Anne M. Aldous	Major Industry	Boca Raton
Col. Ellsworth Wiggins	Military	Patrick Air Force Base
Bruce Starling	Publishing	Orlando
Michael W. Stubbs	Retail	Hollywood
Margaret C. Croxton	Job Training Council	Port Everglades
Rene Schwallie	Trade and Business	Tallahassee
Gail McDonald	Transportation	Miami
Charlotte C. Gore	Equity Administrator	Florida Department of Education
Heddy Pena	Communications	Coral Gables
Col. Patrick Conner	Military	Patrick Air Force Base
Rosemarie Cappabianca	Publishing	Orlando
Dr. Terrie Temkin	Advocacy Group	Ft. Lauderdale
Yvonne McKitrick	Education Administration	Orlando
Carolyn Williams	Environment	West Palm Beach
Dr. Carol Smith	Major Industry	Orlando
Margarita Romo	Migrant Education	Dade City
Charles Levings	Small Business	Tallahassee
Dr. Pamela Jo Davis	Trade and Business Assn.	Port Everglades
Sue K. Butts	Small Business	Jacksonville
Marion Riviere	Education Administration	Panama City
Daisy Santana	Major Industry	Boca Raton
Greg Downing	Equity Administrator	Florida Department of Education
Clyde C. Quimby	Real Estate	Naples

Staff:	University of Central Florida
Dr. Carol Darling	Executive Director
Robert M Worthington	Consultant
Angela Burdue	Graduate Assistant
Michelle Bishop	Graduate Assistant
Daniel Cano	Graduate Assistant
Barbara Truman Davis	Graduate Assistant
Anne Franklin Peiper	Graduate Assistant
Bonnie Blustein	Graduate Assistant
Melissa Thor	Graduate Assistant

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APPENDIX B: 1998-1999 MEMBERSHIP
THE FLORIDA EDUCATION AND EMPLOYMENT COUNCIL FOR WOMEN AND GIRLS

CATEGORY	MEMBER	ADDRESS	PHONE	TERM OF OFFICE
Military	**Colonel Jose Bolton, Sr.** Commandant	740 O'Malley Road Patrick AFB, FL 32925-3399	407/494-6976 FAX 407/949-7613	1996-1999
Hispanic Issues	**Conchy T. Bretos** President	374 N.W. 92nd St. Miami Beach, FL 33140	05/758-3513 FAX 305/326-1527	1996-1999
Advocacy Group (Young Girls)	**Timothy Caddell** Executive Director	Girls Incorporated of Pinellas 7700 61st St. North	727/544-6230 FAX 727/545-5575	1996-1999
Education Administrative Policy (Vocational Education)	**Robert J. Clark** Senior Executive Director	O-TEC Mid-Florida Tech 2900 West Oak Ridge Rd. Orlando, FL 32809-3799	407/251-6001 FAX 407/858-2239	1996-1999
Major Industry (NASA)	**Sue G. Dickinson** Lead Engineer	Comprehensive Planning Office Facility Support FF-S3 Kennedy Space Center, FL 32899	407/867-2975 FAX 407/867-1355	1996-199
Education Administrative Policy(Community College)	**Dr. Elena Hom** Associate Vice President for Institutional Advancement	Brevard Community College 1519 Clearlake Rd. Cocoa, FL 32922	407/632-1111 63004 FAX 407/634-3758	1996-1999
Education Administrative Policy(Secondary)	**Egle Gallagher** Principal	Stranahan High School 1800 S.W. 5th Pl. Ft. Lauderdale, FL 33312	954/765-6800 FAX 954/765-6839	1996-1999
Government	**Rita Garvey** Former Mayor	City of Clearwater Clearwater, FL 33758	727/562-4050 FAX 727/562-4052	1996-1999
Education Administrative Policy(University)	**Dr. Janie Gooden Greenleaf** Project Director Barry University	3440 N.E. 192nd Street, 2M Aventura, FL 33180-2422	305/931-3840 FAX 305/931-3840	1997-2000
Education Administrative Policy (K-12)	**Annie S. Harris** Asst. Superintendent for Teaching and Learning	Aquilina Howell Instructional 3955 West Pensacola Street Tallahassee, FL 32304	850/487-6708 FAX/ 850/413-0449	1995-1999
Apprenticeships	**Ellen J. Hone** Field Representative U.S. Census Bureau	5018 Barton Drive Orlando, FL 32807	407/ 273-8520	1995-1999
Education (Preschool)	**W. Joyce James** Program Coordinator Home Instruction Program For Preschool Youngsters	Hillsborough County Center For Excellence 7406 N. Dixon Avenue Tampa, FL 33604	813/238-5873 FAX 813/237-3729	1997-2000
Education (Minority Students)	**Colonel (Ret.) Ronald Joe** Director, Student Activities	Florida A&M University Martin Luther King Blvd. Tallahassee, FL 32303	850/599-3400 FAX 850/561-1515	1997-2000
Workforce Development	**Mary Helen Kress** Executive Director	Suncoast Workforce Development Board 1750 17th Street, Bldg I-2 Sarasota, FL 34234	941/361-6090 FAX/941-361-6141	1996-1999
Labor	**Chuck Kronz** Business Manager	IBEW Local Union 308 4020 80th Avenue N., #8 Pinellas Park, FL 34665	727/ 546-4746 FAX 727/541-1829	1995-1999

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Advocacy Group	**Helen H. Landers** Past President	Florida Women's Consortium 321 S. E. 10th Court Ft. Lauderdale, FL 33316	954/765-4672 FAX 954/765-4437	1996-1999
Education Administrative (Technical Education)	**Russell L. Moncrief** Trustee	Seminole Community College 250 Betsy Run Longwood, FL 32779	407/862-5432 FAX 407/ 788-1174	1997-2000
Women's Economic Issues	**Dr. Barbara W. Newell** Former Chancellor, Florida State University System	1214 Clark Avenue Tallahassee, FL 32301	850/656-1214 FAX 850/656-1214	1995-1999
American Indian Issues	**Juanita H. Sandifer** Council Lady	Northwest Florida Creek Indian Council 3230 Keating Road Pensacola, FL 32504-7411	850/476-3934	1997-2000
Apprenticeships	**Janet Skipper** Administrator	Central Florida Joint Training Assn., Inc. 2738 N. Forsyth Road Winter Park, FL 32792	407/352-1851 FAX 407/351-3796	1998-2001
Education Administrative Policy (Teacher Education)	**Dr. Steven E. Sorg** Interim Director of Distributed Learning	University of Central Florida 12424 Research Pkwy. # 264 Orlando, FL 32826	407/352-1851 FAX 407/207-4911	1995-1999
Education Administrative Policy (Equal Opportunity)	**Solomon Stephens** Assistant Superintendent For Equal Opportunity and Employee Relations	Pinellas County Schools 301 4th Street, S.W. Largo, FL 33770	727/588-6198 FAX 727/588-5198	1996-2000
Education Administrative (Affirmative Action)	**Charles L. Williams** Affirmative Action/ EEOCoordinator (Ret.)	School District of Escambia 6617 Black Oak Place Pensacola, FL 32526	850/944-5191	1995-1999
Education Administrative Policy (Technical Education)	**Myrtle Williams** Assistant Provost	St. Petersburg Junior College P.O. Box 13489 St. Petersburg, FL 33733	727/341-4349 FAX 727/341-3524	1995-1999
Ex-officio Member	**Barbara Gershman** Equity Administrator	Division of Workforce Development Department of Education Turlington Building, Rm 714 Tallahassee, FL 32399-04	850/413-0803 FAX850/487-1735	
Staff:				
Executive Director	**Kathleen B. McKenzie**	2155 Mills Road Jacksonville, FL 32216	904/725-8009 FAX 904/725-1483	
Graduate Assistant	**Lisa Koll**	University of Central Florida 12424 Research Pkwy. # 264 Orlando, FL 32826	407/207-4917 FAX407/207-4918	
Graduate Assistant	**Brenda Ulewicz**	University of Central Florida 12424 Research Pkwy. # 264 Orlando, FL 32826	407/207-4917 FAX407/207-4918	

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RESOLUTION

WHEREAS, the Florida Education and Employment Council for Women and Girls was established in 1989 to advise the Commissioner of Education and the state equity administrators on all equity matters pertaining to the education and employment of women and girls; and

WHEREAS, the Florida Education and Employment Council for Women and Girls is composed of citizens from business, labor, the military, all levels of educational institutions, community-based organizations and advocacy groups from every geographical area of Florida and represents all Floridians; and

WHEREAS, the Florida Education and Employment Council for Women and Girls endeavors to develop a public consciousness of the talents of women regardless of age, race, color, creed or handicapping condition; and

WHEREAS, the Florida Education and Employment Council for Women and Girls encourages women and girls to become actively involved in education and training programs leading to high wage occupations; and

WHEREAS, the Florida Education Employment Council for Women and Girls identifies programs and services that reduce or eliminate educational and employment barriers, thus increasing opportunities for successful employment; and

WHEREAS, since 1989, the Florida Education and Employment Council for Women and Girls has made nine annual reports to encourage the educational systems to provide occupational training for women and girls that meet the needs of business and industry; and

WHEREAS, the Florida Education and Employment Council for Women and Girls has annually recognized outstanding students in training for nontraditional occupations, as well as community leaders, organizations and the educational systems that have provided outstanding support to equity in education; and

WHEREAS, the people of the State of Florida recognize the dedication and talents of the members of the Florida Education and Employment Council for Women and Girls.

NOW, THEREFORE, BE IT RESOLVED that the Governor and the Cabinet of the State of Florida do hereby recognize the

FLORIDA EDUCATION AND EMPLOYMENT COUNCIL FOR WOMEN AND GIRLS

in the State of Florida and urge all citizens to acknowledge and support the Council members and commend these outstanding women and men for their commitment to the education and employment of women and girls.

IN TESTIMONY WHEREOF, the Governor and Cabinet of the State of Florida have hereunto subscribed their names and have caused the Official Seal of the State of Florida to be hereunto subscribed in the City of Tallahassee on this 23rd day of February, 1999.

JEB BUSH
GOVERNOR

KATHERINE HARRIS
SECRETARY OF STATE

BOB BUTTERWORTH
ATTORNEY GENERAL

ROBERT F. MILLIGAN
COMPTROLLER

BILL NELSON
TREASURER

BOB CRAWFORD
COMMISSIONER OF AGRICULTURE

TOM GALLAGHER
COMMISSIONER OF EDUCATION